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ABSTRACT

The document reports the rationale, goals, objectives, and activities of a Bergen County (New Jersey) program to appraise students in the sheltered workshop relative to prevocational and vocational strengths and needs and to prepare students with the necessary knowledge, skills, and attitudes for functioning semi-independently in sheltered workshops or in comparable work environments in the community. Appendixes contain results from a needs assessment for vocational programing, curriculum based assessment data, workshop profile information, and evaluation forms. The curriculum based assessment data, which makes up the bulk of the document, is organized into three clusters (general, behavioral, and life skills) with each cluster broken down into specific skills which include the following: will demonstrate personal hygiene skills, will demonstrate socially appropriate verbalization/manners, and will strive to carry out agreed upon behavior contracts and expectations. Tasks involved with each skill are outlined where appropriate. (SB)

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PROGRAM RATIONALE:

Vocational education is listed as a goal for handicapped youth at the State, Local District, and Schoool levels throughout the United States. In New Jersey, it is addressed through such goals as vocational preparation, production, and personal potential. In Bergen County, New Jersey these goals are addressed through a continuum of programs and services for special vocational education. To determine whether there were any voids in the continuum, the Special Services School District of Bergen County conducted a formal needs assessment in the Spring of 1980, and another one was done in the Spring of 1981 with follow up data provided in the Fall of 1981 (see Appendix I--Needs Assessment). This data was obtained via consensus reports of Child Study Teams, teachers, administrators, and parents. The indicators were spelled out to determine what academics and behaviors were needed for what placement. Placement options included (1) County Vocational School Satellites (2) County Vocational School Special Needs Schools (3) Special School (in-house) Cooperative Industrial Education, Shops (Printing/Small Engine/Wood), and Office Occupations, Vocational Assessment among others. The data conclusively showed that in spite of all of these options, there are still many unserved and underserved students who attend the Bergen County Special Services School District's Programs who need the sheltered workshop type program. Such a program provides a "hands on" realistic way to appraise each student's relative pre-vocational or vocational strengths and weaknesses so that guidance can be given. It also offers an opportunity to tie the content curriculum objectives into an applied experience for which money is earned. The thrust of this report will be to focus upon the role of the workshop in filling this service void.

PROGRAM GOALS:

The following goals are based upon the needs of those students who would otherwise remain unserved or underserved:

1. To realistically appraise students in the workshop relative to prevocational and vocational strengths and needs.

2. To prepare students with the necessary knowledge, skills, and attitudes for functioning semi-independently in sheltered workshops or in comparable work environments in the community.

PROGRAM OBJECTIVES:

1.1 To appraise students through a Reading-based vocational assessment program.
1.2 To appraise students through an oral vocational assessment program
1.3 To appraise students through a review of other curriculum-based assessment information (such information is derived from Child Study Team reports, teacher progress reports, and from therapist progress reports based upon such objectives as those which appear in Appendix II)
1.4 To appraise students through sampling in various sheltered workshop programs.

PROGRAM OBJECTIVES CONTINUED

2.1 To extend Behavior Cluster curriculum objectives into the world of work of the sheltered workshop.
2.2 To extend Functional Academic Cluster curriculum objectives into the world of work.
2.3 To develop limited Vocational Cluster curriculum objectives for the world of work.

PROGRAM ACTIVITIES

Contracts are procured based upon the needs and abilities of the students to be served. Functional, Vocational, and Behavioral activities. (see Appendix III)

EVALUATION

Student progress will be noted in Student Progress Reports. Staff progress is noted through the staff observation and evaluation reports. Each Program will be evaluated by Third Party Evaluation and by curriculum evaluation procedures (see Appendix IV).

APPENDIX I

NEEDS ASSESSMENT FOR VOCATIONAL PROGRAMMING 1981-1982

BERGEN COUNTY SPECIAL SERVICES SCHOOL DISTRICT
NEEDS ASSESSMENT FOR VOCATIONAL PROGRAMMING 1981-1982

	Able to benefit from Satellite Bergen Tech	Able to benefit from Special Needs-Bergen Tech	Only able to benefit from In-House options(including sheltered workshops, shops, career assessment, office occupation, C.I.E.)	Totals
Hearing Impaired	5	15		20
Emotionally Handicapped	22 *		172 **	194
Socially Handicapped	5		85	90
Intellectually Handicapped		1	104	105
Multiply Handicapped			20	20
Totals	32	16	381	429
Per Cent	7.5%	3.5%	89%	100%

* ED Rockleigh 9
ED Hackensack 12
ED Nova 1
ED New Milford 0

** ED Rockleigh 81
ED Hackensack 57
ED Nova 14
ED New Milford 20

APPENDIX II

CURRICULUM-BASED ASSESSMENT DATA

1 Will demonstrate self-help skills

1.1 Will demonstrate attending skills

Spontaneous eye contact - person or object. Student attends to source of stimulus
Sustained attention to source of stimulus. Student sustains eye contact for 5 seconds.
Student makes eye contact on request
Student demonstrates a change in behavior upon command when name is called. Ex. "Time to work".
Student cooperates with simple spoken requests, such as "close the door".
Student wits to work at some task - good sitting behavior
Student makes eye contact and sound for need satisfaction
Student is aware of others
Student will look at task he/she is working on
Sustained attending during simple activities

1.2 Will demonstrate eating/drinking skills

Eating Overall Objective - Child can sit at table and eat properly with spoon of fork. Complete elimination of inappropriate behaviors - leaving table before meal is completed, throwing food, eating with fingers, taking food from someone else's plate, screaming or crying, chewing food with mouth open, swallowing solid food without chewing, pounding eating utensils on table, spinning, dropping or throwing plate.

Allows someone else to feed him
Finger feeds all foods
Eats with a spoon (verbal praise)

Child sucks food off spoon
Child guides spoon into mouth
Child partially lifts spoon to his mouth with food on it
Child lifts spoon to mouth with food on it
Child dips spoon into bowl and lifts it to mouth

Eats with a spoon (no reinforcement)
Swallow
Take pureed food off spoon
Use tongue to move food in and out of mouth
Gum solid food
Hold cracker and eat it
Eat with a fork
Cut with a fork
Spread with knife
Pour from pitcher into glass
Cut with a knife

Drinking Overall Objective - Child can drink properly from an appropriate size cup or glass held in one hand. Complete elimination of inappropriate behaviors - pounding cup on table, throwing or dropping container or contents, placing finger or hands in cup, blowing bubbles, putting food, napkins, utensils, clothing or objects in cup, spitting or gargling contents.

Drinks from container when held for him (cup or glass)
Drinks from glass by self using two hands

Child drinks from glass
Child lifts glass the last two inches from his mouth and returns it last inch to table surface
Child lifts glass last four inches to mouth and returns it last three inches to table surface
Child lifts glass to mouth and returns it to table unassisted

1.3 Will demonstrate toileting skills

Toileting Objective - Child will locomote to toilet when elimination is impending withour being prompted, will remove lower clothing appropriately, will sit appropriately (unless male urinating), will urinate or defecate into toilet bowl, will wipe appropriately upon completion of elimination using appropriate amount of paper, will deposit paper in toilet, will flush toilet, will pull up underpants and pants, will wash hands and dry them, will verbalize toilet needs fairly consistently

Awareness of dry/wet, signal adult when dry/wet
Sit on toilet up to 5 seconds
Sit on toilet up to one minute
Sit on toilet 3 to 5 minutes
Eliminates in toilet when taken
Takes down pants and eliminates when taken
Takes down pants, eliminates in toilet, puts pants back on
Walks to and from bathroom unescorted from another part of school
Takes down pants, eliminates in toilet, flushes, and puts pants back on
Goes to toilet withour prompt, removes pants, eliminates in toilet, flushes and puts pants back on
Goes to toilet without prompt, removes pants, eliminates in toilet, wipes himself, flushes and puts pants back on

1.4 Will demonstrate personal hygiene skills

Brushing Teeth Objective - Child will apply appropriate amount of toothpaste to toothbrush, brushes all surfaces appropriately, rinses out moutn, and rinses off toothbrush, and returns tooth-brush to container. Complete elimination of inappropriate behaviors - squeezing excessive amount of toothpaste onto toothbrush, biting tube or damaging tube, smearing toothpaste on mirror, splattering with toothbrush, swallowing toothpaste, gagging himself or throwing toothbrush.

Allows teeth to be brushed
Brushes teeth but does not put toothpaste on toothbrush

Child moves toothbrush in an up and down motion across the front of his teeth (with assistance)
Child moves toothbrush in an up and down motion across front of teeth with less assistance
Child places toothbrush against front surfaces of teeth and moves it in up and down motion across front of teeth without assistance
Child brushes all front surfaces of teeth
Child brushes lower biting surfaces of teeth
Child brushes upper biting surfaces of teeth
Child brushes four back vertical surfaces of teeth

Brushes teeth after putting toothpaste on toothbrush

Child squeezes toothpaste onto his toothbrush with assistance
Child squeezes toothpaste from tube and moves it along surfaces of toothbrush from one end to the other
Child picks up toothbrush with non-dominant hand and applies toothpaste to the toothbrush

Washing face

Getting washcloth

Goes to closet
Gets washcloth
Goes to bathroom

Adjusting water

Ties hair back (where applicable)
Turns on cold water faucet
Adjusts hot water until temperature is warm

Preparing washcloth

Wets washcloth
Squeezes out excess water
Applies soap to washcloth
Returns soap to dish
Works soap into washcloth

Washing face

(1) Scrubs upper half of face, using washcloth, without getting soap in eyes
Scrubs lower half of face without getting soap in nostrils

Rinsing face

(1) Rinses soap from washcloth
(2) Rinses face with washcloth thoroughly
(3) Rinses washcloth
(4) Squeezes out excess water
(5) Hangs up washcloth on towel rack

Drying face

Takes towel
Rubs face with towel until dry
Dries hands thoroughly
Replaces towel
Closes both faucets
Places washcloth in laundry

Hair Care - Washing

Preparing materials

(1) Locates shampoo
(2) Takes shampoo to bathroom sink
(3) Places shampoo on bathroom sink

Adjusting water

(1) Turns cold water faucet on
(2) Adjusts hot water until temperature is warm

Shampooing hair

Places hands in water
Cups water in hands
Brings water to hair
Applies water to hair
Grasps shampoo bottle
Uncaps shampoo
Measures ___ capful(s) of shampoo into palms
Rubs palms together with shampoo
Applies shampoo to hair
Lathers shampoo

Rinsing hair

Cups water in hands
Applies water to hair
Rinses soap from hair

Drying Hair

Takes towel
Rubs hair until dry with towel
Replaces towel
Closes both faucets

Replacing Materials

Recaps shampoo
Replaces shampoo

Use of Deodorant (spray)

Preparation for application

Locates deodorant
Brings deodorant into bathroom
Places deodorant on sink
Removes outergarment
Removes tee shirt (where applicable)

Applying deodorant

Grasps deodorant container with right hand
Removes container top
Brings container to left underarm
Points nozzle at underarm
Pushes down on sprayer
Applies deodorant to left armpit
Switches deodorant to left hand
Applies deodorant to right armpit
Recaps deodorant
Places deodorant on sink

Replacing garments

Replaces undergarment (where applicable)
Replaces outergarment
Replaces deodorant

Use of Deodorant (roll-on)

Preparation for application

Locates deodorant
Brings deodorant into bathroom
Places deodorant on sink
Removes outer garment
Removes tee shirt (where applicable)

Applying deodorant

Grasps deodorant container with right hand
Removes container top
Brings container to left underarm
Applies roll-on in up and down motion
Applies deodorant to left armpit
Switches deodorant to left hand
Applies deodorant to right armpit
Recaps deodorant
Places deodorant on sink

Replacing garments

Replaces undergarment (where applicable)
Replaces outer garment
Replaces deodorant

Menstrual hygiene (Applying original napkin)

Preparing materials

Goes to closet
Gets sanitary belt and napkin
Gets washcloth and towel (when necessary)
Goes to drawer (when necessary)
Gets fresh underpants (when necessary)
Goes to bathroom

Preparing clothing

lowers lower outer garment
Lowers underpants
Changes underpants (when necessary)

Washing vaginal area (when necessary)

Turns on cold water
Adjusts hot water until temperature is warm
Wets washcloth
Applies soap to washcloth
Washes vaginal area.
Rinses washcloth
Rinses vaginal area
Rinses washcloth
Squeezes out water
Hangs washcloth on towel rack
Turns off water
Takes towel
Dries vaginal area
Hangs towel on towel rack

Putting on sanitary device

Puts on sanitary belt
Attaches fresh napkin
Places napkin on vaginal area
Adjusts belt

Redressing

Pulls underpants to waist
Pulls outer garments to waist
Fastens outer garment

Cleaning up

Washes hands with soap
Dries hands
Puts towel and washcloth in laundry bag (when necessary)
Puts soiled underpants in laundry bag (when necessary)

Menstrual hygiene (changing napkin)

Preparing materials

Goes to closet
Gets fresh sanitary napkin
Gets washcloth and towel (when necessary)
Goes to drawer (when necessary)
Gets fresh underpants (when necessary)
Goes to bathroom

Preparing clothing

Lowers lower outer garment
Lowers underpants
Changes underpants (when necessary)

Removing used napkin

Removes used napkin from belt
Wraps used napkin in toilet tissue
Discards used napkin in garbage can

Washing vaginal area (when necessary)

Turns on cold water
Akjusts hot water until temperature is warm
Wets washcloth
Applies soap to washcloth
Washes vaginal area
Rinses washcloth
Rinses vaginal area
Rinses washcloth

Squeezes out water
Hangs washcloth on towel rack
Turns off water
Takes towel
Dries vaginal area
Hangs towel on towel rack

Putting on fresh napkin

Attaches fresh napkin
Places napkin on vaginal area
Adjusts belt

Redressing

Pulls underpants to waist
Pulls outer garment to waist
Fastens lower outer garment

Cleaning up

Washes hands with soap
Dries hands
Puts towel and washcloth in laundry bag (when necessary)
Puts soiled underpants in laundry bag (when necessary)

1.5 Will demonstrate dressing/undressing skills

Undressing (pants) Objective - Child can remove pants (with or without buttons, zippers or snaps) without assistance or supervision

Allows someone else to take off pants
Takes pants off from ankles. (Need loose fitting _____ shorts two sizes too large)

Child removes pants from one ankle and foot
Child removes pants from both ankles and feet

Takes off pants from knees

Child removes pants from calves of legs
Child removes pants from knees

Takes off pants from mid-thighs
Takes off pants from groin
Takes off pants from waist

Undressing (T-shirt or dress) Objective - Child will remove shirt, undershirt and dress (without buttons) without assistance

Allows someone else to take off shirt
Takes off shirt from wrist. (Need pullover shirt or dress)
Takes off shirt from one arm

Child removes shirt from left elbow
Child removes shirt from left shoulder

Takes shirt off from both arms
Takes shirt off from head and both arms
Takes off shirt unassisted

Child pulls the shirt up under his arms when hem is at chest level
Child pulls up hem of shirt when hem is in normal waist position
Child removes shirt that is correct size

Undressing - Button-up shirt, or dress and jacket, Objective - Child will remove shirt, or dress, or jacket (with buttons and/or zipper) without assistance

Allows someone else to take off shirt or jacket
Takes off shirt from one arm

Child removes shirt from left wrist
Child removes shirt from left elbow
Child removes shirt completely from left arm

Takes off shirt from both arms
Takes off shirt without assostance

Child pulls lapels of shirt apart so it falls from shoulder
Child removes shirt without assistance
Child takes off shirt of correct size

Unbuttons or unzips shirt or jacket and takes it off.
(Unbuttoning involves same behaviors as buttoning, only in reverse. Use buttoning program)
(Unzipping involves reverse of zipping. Use zipping program)

Undressing - socks - Objective - Child will remove socks without assistance

Allows someone else to take off socks
Pulls sock off from toe (use crew top sock two sizes too large)
Pulls sock off from position up to, but not on heel

Pulls sock off from juncture of his sole and heel
Pulls sock off when it is over the heel but just below ankle
Takes off sock when completely on foot
Takes off sock of correct soze

Undressing - shoes - Objective- Child will remove shoes, (either lace-type or loafer style) without assistance

Allows someone else to take off shoes
Takes off shoes when removed from heel. (Need shoe two sizes larger)
Takes off shoes unassisted

Child takes off shoe after laces are untied and loosened
Child loosens shoe laces after they are untied and removes shoe
Child unties shoe laces and removes shoe
Child removes shoes that are his size

Chaining all undressing skills. Objective - Child responds to command "Get undressed" by removing jacket, shirt, pants, dress, T-shirt, socks and shoes without assistance.

Dressing - pants - Objective- Child can put on pants or under-clothing (with or without buttons, zippers or snaps)

Allows someone else to put on pants
Pull pants up from mid-thigh

Child pulls up pants from hips to waist
Child pulls up pants from groin to waist
Child pulls up pants from mid-thign to waist

Pulls up pants from knees to waist
Pulls up pants from calves to waist
If one foot is pot through pants leg, puts other foot through and pulls pants up
Puts on pants when handed to him in correct position
Puts on pants unassisted

Dressing - T-shirt or dress- Objective- Child can put on T-shirt or dress (without buttons or zipper) without assistance

Allows someone else to put on shirt
If head and arms are put through shirt, pulls it down
If head is put through shirt, puts arms through and pulls it down
Puts on shirt when handed to him in correct position
Puts on shirt unassisted

Dressing - button shirt, dress or jacket- Objective - Child can put on shirt, dress, or jacket (with buttons and/or zipper)

Allows someone else to put on shirt or jacket
Can put shirt or jacket on one arm and pull lapels together, if trainer puts it on other arm

Child puts lapels of shirt together after shirt is on
Child puts left arm into distal half of left sleeve of shirt, pulls sleeves onto left arm and pulls lapels together
Child puts left arm into left sleeve of shirt
Child grasps shirt collar with right hand (to make it easier for left hand to locate the opening to the left sleeve)

Can put shirt or jacket on both arms and pull lapels together

Child puts on right sleeve of shirt from right elbow
Child puts right sleeve of shirt from right wrist
Child puts on shirt that is correct size

Can put on shirt or jacket when properly positioned (Alternate method of teaching)

Child pulls lapels of shirt together after shirt is on
Child puts arms all the way into sleeves of his shirt, as he brings his arms down behind his back
Child brings shirt up over his head with arms in both sleeves, and puts arms all the way into sleeves as he brings arms down behind his back
Child places hands into both sleeves of shirt as it rests on table, lifts his arms upward and brings shirt up over his head
Child puts on shirt that is correct size

Child can put on shirt or jacket when given to him in any position
Can zip or button shirt or jacket after he puts it on

Child has developed pulling response.. (Use M&Ms inside buttonhole - child pulls it through hole and consumes it)
Child pulls button a small portion of the way through the buttonhole
Child pulls button one fourth of way through hole
Child pulls button half way through hole
Child pulls button three fourths way through hole
Child inserts button into buttonhole and pulls it through (prompting)
Child inserts button into buttonhole and pulls it through
Child buttons all buttons on shirt in one continuous sequence
Child buttons shirts with smaller buttons sewn on more tightly

Dressing - socks - Objective- Child can put on socks properly without assistance

Allows someone else to put on sock
Can pull up socks after they have been pulled over heel, to base of ankle
Can pull on sock from instep of foot
Can pull on sock from toes of foot
Can guide toes into sock and pull it on
Can put on socks of correct size if handed in correct position
Can put on socks unassisted

Dressing - shoes - Objective- Child can put on shoes with laces or buckles without assistance

Allows someone else to put on shoes
Can put heel in shoe if toes have been placed in shoe by teacher (Shoes two sizes too large)

Child holds heel of shoe back with two thumbs
Child presses heel into shoe resting on floor

Can put toes and heel in shoe
Can put shoe on that is proper size

1.6 Will demonstrate personal appearance skills

Student will bathe regularly

See Attached

Shoe tying

Lacing shoes

Places shoe on table
Picks up lace end
Threads lace end through lowest set of holes
Holds lace ends together
Pulls lace ends until lengths are even
Drops right side of lace
Threads left end through lowest empty hole on right
Picks up right lace end
Crosses right over left
Threads right end through lowest empty hole on left
Laces shoe
Places other shoe on table
Picks up lace end
Threads lace through lowest set of holes
Evens length of lace ends
Laces shoe

Tying shoes

Puts shoes on feet
Lifts one foot up
Crosses lace ends, left over right
Threads left end under right
Pulls both ends until knot is tight
Makes a loop of lace end on right
Holds base of loop together between right thumb and index finger
Picks up lace end on left in left hand
Brings lace end below and around loop on right
Pushes middle of lace end under right hand with left index finger until loop is formed
Takes second loop between left thumb and index finger
Pulls loops until bow is tight
Switches feet
Ties bow on other shoe

Hair care - combing

Preparation for grooming

Locates grooming aid(s)
Brings aid(s) into bathroom

Grooming hair

Brings grooming aid(s) to hair
Runs aid(s) through hair with several strokes
Grooms top of head thoroughly
Grooms left side of head thoroughly
Grooms right side of head thoroughly
(Where applicable) makes part in hair
Styles hair neatly
Checks appearance in mirror

Replaces grooming aid(s)

Cleans hair from grooming aid(s)
Deposits hair in garbage can
Replaces grooming aid(s)

Electric shaving - face

Preparing to shave

Locates shaver case
Takes shaver from case
Takes wire from case
Plugs wire into shaver
Plugs wire into wall socket

Shaving

Turns switch on
Brings shaver to face
Moves shaver on skin with rubbing motion
Shaves one side of face
Shaves under chin
Shaves other side of face
Saves face completely
Turns off shaver

Cleaning shaver

Pulls plug out of wall socket
Disconnects wire from shaver
Returns wire to case
Takes cleaning brush from case
Opens shaving head
Brushes dirt into garbage can
Closes shaving head
Returns brush to case
Returns shaver to case
Closes case
Puts shaver case away

Electric shaving - underarms

Preparing to shave

Locates shaver case
Brings case to bathroom
Removes upper outer garment
Takes shaver from case
Takes cord from case
Plugs cord into shaver
Plugs shaver into wall socket

Shaving

Lifts arm of armpit to be shaved
Brings shaver to armpit
Moves shaver on skin with rubbing motion
Checks progress in mirror
Shaves armpit completely
Switches shaver to other hand
Shaves other armpit completely
Checks progress in mirror
Unplugs shaver from wall socket

Cleaning shaver

Disconnects cord from shaver
Returns cord to case
Takes cleaning brush from case
Opens shaving head
Brushes dirt into garbage can
Closes shaving head
Returns brush to case
Returns shaver to case
Closes case
Puts on upper outer garment
Puts case away

1.7 Will demonstrate socially appropriate verbalizations and mannerisms

Social courtesies related to self-help skills
Show acceptable behavior in presence of visitors

Takes or waits turn (no verbal)
Share materials or activities
Answers simple questions
Use of phrases or simple sentences
Use of courtesy words; permits others to talk without interrupting
Expresses preference for activities or materials
Show acceptable behavior in public places
Self-correction of interfering behaviors in small group activities
Decrease inappropriate giggling, nonsense talking, echolalic speech and unpleasant noises
Decrease self-inflicted physical abuse, biting picking sores, scratching
Decrease unacceptable oral habits (eating inedibles, mouthing objects)
Decrease all self-stimulation behaviors such as rocking, twirling, etc.
Converse appropriately in social situations
Student will not take clothes off in school
Decrease inappropriate physical contact

Clinging
touching others

2. Will demonstrate task orientation skills

2.1 Will listen to directions

2.2 Will follow directions

Student will do simple errands
Responds to name being called
Responds to verbal or nonverbal requests to come
Cooperates with simple spoken request
Imitation of words for response
Imitation of simple acts of adults
Student will work on a task for specified time
Student will comply with familiar verbal directions from adults in all settings

2.3 Will read and follow directions
Identify words on daily schedule

2.4 Will indicate confusing aspects of a task

2.5 Will seek needed clarification of confused task
Request information

2.6 Will attend to assigned task and ignore irrelevant stimuli
Student will remain seated and task oriented

2.7 Will complete tasks in time

Student will decrease perseverative behavior
Student will accept changes in routine after he/she has been prepared

2.8 Will complete tasks with acceptable quality
Student will participate in lesson

2.9 Will demonstrate ability to move on to other aspects of a task and later return to problem area when confronted with marked difficulty.
Student will increase frustration tolerance

3. Will demonstrate organizational and task management skills

3.1 Will identify appropriate materials for above
Appropriate use of materials

3.2 Will locate and obtain reference materials

3.3 Will identify home resources
Self-imitation of self-help skills in different settings

3.4 Will identify what is expected from a task

3.5 Will estimate time of a task

3.6 Will set priorities for task completion

3.7 Will arrange parts of a task in order

Student will identify the order of a task
Student will complete one aspect of a task before moving on

3.8 Will develop a time line for completion of task

3.9 Will organize and maintain notebook

3.10 Will organize storage of materials

3.11 Will retrieve specific items from storage

4. Will demonstrate seeking help from others when needed

4.1 Will identify situations which require help from others

4.2 Will use appropriate signals for help

4.3 Will identify appropriate persons to provide help

Student will consistently discriminate his/her teacher
Student will identify school personnel and their related functions

4.4 Will accept help or supervision when offered
Student will decrease tendency to become overly excited, frustrated or withdrawn when interacted with by adult

5. Will demonstrate attending school regularly

5.1 Will meet bus on time
Student will depart from school in a calm manner

5.2 Will attend to classroom activities on time
Student will identify various routines within classroom, (ex. 9:30 - gym)

5.3 Will follow school schedule with growing receptivity
Student will participate in all aspects of the program (swimming, music)

5.4 Will attend school _____%

6. Will demonstrate working independently

6.1 Will organize self for independent work

Student will demonstrate an independent response to materials
Student will spontaneously recallroutine
Student will make independent choice of activities during a specific time period

6.2 Will attempt assigned tasks initially without first seeking help

6.3 Will work alone
Student, if capable, will work for a period of time without direct teacher support

6.4 Will play alone

6.5 Will demonstrate willingness to imitate new behaviors
Spontaneous imitation of tasks (chores)

6.6 Will derive self-satisfaction from independent tasks

7. Will demonstrate compensation for skill deficits

7.1 Will identify needs/weaknesses/deficiencies

Seeks affection from adult
Responds appropriately to change in activities
Allows hugging and cuddling from adults

7.2 Will identify strengths

7.3 Will identify the need to compensate for skill deficiencies

7.4 Will identify which support alternative goal attainment strategies

7.5 Will identify alternative goal attainment strategies

7.6 Will negotiate with authority for permission to use alternative methods

8. Will demonstrate control of emotion

The student will indicate:
Emotional state
Likes and dislikes

8.1 Will match words to feelings of self
Asks for desired response.
Child uses words to obtain desired response from adult (food, toys, music, help, going outside) (Verbal prompt may be used)
Example: Child wants to go outside, seeks teacher, establishes eye contact and says, "outside."
Child wants to play record player, asks teacher by saying, "Record?", "Music," or "Record player."

8.2 Will match words to feelings of others
Attention to others' behavior

Delay or inhibit impulses toward immediate expression

8.4 Will substitute response for impulses or emotional outbursts

Student will maintain contact with reality
Student will decrease fears

9. Will demonstrate respect for class procedure and standards

9.1 Will protect self and others from harm

Self-correction of interfering behaviors in active group activities
Student will listen to directions before starting a task
Student will decrease repetitive behaviors
Student will increase staying in seat during lesson period, lunch period or other group

9.2 Will protect self and others from loss of property

Student will decrease destruction of materials
Explain how it feels to have something stolen
Demonstrate care in handling the property of others

9.3 Will protect self and others from disruption in learning

Ignoring inappropriate behavior of others and maintaining control
Verbal contribution to group goals

9.4 Will protect self and others from violations re: smoking, drugs, alcohol
State dangers in the use of alcoholic beverages, narcotics and tobacco

9.5 Will strive to carry out agreed upon behavior contracts and expectations

Takes or waits his turn
Displays knowledge of routine
Recall of group rules and procedures
Student will contrubute to cleaning up room

9.6 Will strive to express disagreement through appropriate action rather than disruptions

Verbalizing reason for behavior
Seeking alternative behaviors toward others (Individual focus)

9.7 Will seek to bring about change through socially acceptable methods

Student will seek contact with teacher and peers in a positive acceptable manner
Student will commmunicate needs to another person

10.Will domonstrate cooperation with adults

10.1 Will exhibit acceptance of praise or positive reactions from adults

Responds to praise
Seeks interaction with adults
Use of eye contact for natural reward

10.2 Will demonstrate willingness to listen to instructions from adults
Takes or waits his turn

10.3 Will accept help or suggestions from adults

10.4 Will try new tasks without complaining

10.5 Will express interest in learning or performing new tasks

10.6 Will offer assistance or help to adults

11. Will demonstrate positive peer relationships

11.1 Will distinguish self from others
Indicate awareness of self

11.2 Will demonstrate enjoyment of a relationship with at least one other person
Seek interaction with peers

11.3 Will demonstrate enjoyment of relationships with more than one person

Initiates social interaction with peers
Participates in directed sharing activity
Cooperation in playtime activities
Participates in parallel activities with others
Cooperative participation with peer in organized activity
Engages in play behaviors
Engages in associative play
Engages in cooperative play

11.4 Will express positive feelings toward others

Approaches others
Smiles at others
Name things he does to make others feel:
- good
- bad
- upset
- frustrated
- happy
- sad
- lonely
- loved
- embarrassed
- angry

11.5 Will demonstrate acceptance of others' weaknesses or differences without teasing or blaming

11.6 Will offer help or assistance to others when appropriate

12. Will demonstrate constructive problem-solving skills with others

12.1 Will demonstrate understanding of another person's communications

12.2 Will demonstrate empathy for another person's feelings
Describe what it means to hurt others' feelings

12.3 Will express own ideas and feelings in constructive ways

12.4 Will negotiate own needs and wants to meet needs and wants of others

14. Will demonstrate positive feelings about self

14.1 Will express knowledge of one's own unique personal characteristics including strengths and weaknesses

Differentiate between things that can be changed about self and those which cannot

15. Will demonstrate coping skills

Asks for desired response

Verbalization of consequences

Verbalization of reasons for group rules

Verbalizing more appropriate behavior (Individual focus)

1.. Will demonstrate self help skills

1.1 Will demonstrate attending skills

The student will turn toward a light
The student will focus on an object for at least two seconds
The student will horizontally track within a 90° arc and crossing midline
The student will horizontally track across midline
The student will horizontally track within a 180° arc eyes and head
The student will move eyes independent of head in 180° arc
The student will vertically track
The student will diagonally track
The student will follow object moving in a circular path
The student will respond appropriately to sound
The student will designate source of sound
The student will maintain eye contact for at least 2 seconds
The student will look directly at a person for extended period of time
The student will maintain brief periods of eye contact during feeding
The student will repeat vocalization and/or activity when laughed at
The student will smile spontaneously
The student will turn head toward sound (talking, singing)
The student will watch adult walk across room
The student will sit propped for a given time
The student will sit propped for an extended period of time
The student will respond to own name
The student will use separate words to express feelings, desires, problems

1.2 Will demonstrate eating skills

The student will attend appropriately while eating
The student will suck his/her food adequately
The student will swallow his/her foods adequately
The student will chew foods adequately
The student will bite foods adequately
The student will chew with lips closed
The student will drink from cup
The student will bring food to mouth
The student will finger feed appropriately
The student will discriminate edibles from non-edibles
The student will eat foods that require utinsils, (for further information see Social Eating)

Social Eating

The student will use appropriate utensils for eating
The student will ingest slowly

The student will eat main course before dessert
The student will put napkin on lap
The student will wipe mouth with napkin
The student will drink from a cup without spilling
The student will put small portions of food into mouth
When asked, the student will pass food
The student will keep mouth closed when chewing
The student will suck from a straw
The student will serve self with reasonable portions of food
The student will lift food to mouth - not mouth to food
The student will properly apply condiments or spices to food
The student will eat only his/her food
The student will try new foods
The student will discard of food which he/she dislikes or cannot eat into a napkin
The student will not play with food
The student will chew food thoroughly before swallowing
The student will not smack lips
The student will pour liquid from a container into glass without spilling
The student will eat edibles only
The student will wash hands before eating
The student will decide on restaurant to go to (fast food, diner, family, expensive)
The student will wear appropriate dress to restaurant
The student will enter restaurant and a) go to counter or b) select a seat of c) wait for hostess to seat student
The student will read menu
The student will decide on food within budget and to taste
The student will order food a) at counter b) from waitress
The student will wait patiently for food to be served
If fast food, the student will take food to seat
The student will eat food properly
The student will return food if it is not cooked properly
The student will tip waitress accordingly after meal
The student will ask for check
The student will pay waitress if a tray comes with the check
The student will pay bill at cashier

1.3 Will demonstrate toileting skills

Begin to develop toileting skills
Indicate when wet or soiled
Sit on toilet or potty chair
With physical assistance
Independently
Eliminate in a toilet when taken
Verbally or non-verbally indicate a need to use the toilet (for further information see Hygiene/Toilet)
The student will produce a solid stool once or twice a day
The student will urinate at some given times, i.e., after naps, meals, activities
The student will be dry for one to two hours
The student will demonstrate head balance in sitting position with assistance
The student will demonstrate head balance in sitting position with no assistance
The student will remain on potty with direct assistance for given time with assistance
The student will remain on potty with no supervision for a given time
The student will remain on toilet for a given time with assistance
The student will remain on toilet for a given time without assistance
The student will respond inconsistently in bowel habits when on the potty or toilet
The student will develop skills necessary in taking care of his/her own toileting needs

Ambulatory

The student will let an adult know when he/she needs to use the toilet
The student will use toilet and/or urinal for urinating/ bowel movement
The student will wipe self clean
The student will flush toilet after use
The student will manage clothing pre/post toileting without help
The student washes hands after using toilet
The student will have no accidents

Toileting Skills, cont.

Wheelchair Bound

The student will transfer from chair to toilet
The male student will use urnial (bed pan?)
The student will use adaptive means to void if necessary
The student will respond inconsistently to bladder control
The student will demonstrate bowel and bladder control regulated to certain times of the day, with regular success on the toilet
The student will gesture toilet needs
The student will move to toilet unattended
The student will push outer pants to knee level
The student will push underpants to knee level
The student will pull up underpants
The student will pull up outer pants
The student will care for personal cleanlinliness in bathroom

1.4 Will demonstrate personal hygiene skills

The student will cover mouth when sneezing or coughing
The student will use a tissue to blow nose
The student will state proper care for eyes and maintain this care
The student will care for ears properly
The student will maintain proper nasal care (see Hygiene)
The student will maintain proper oral care (see Hygiene)
The student will list the functions of skin
The student will maintain proper skin care (see Hygiene)

Grooming and Bathing

The student will keep body free from odor and clean
The student will keep hair combed/styled during the day
The student will wash, dry and style hair or ask for assistance in washing hair when needed
The student will wash hands, face and other body parts when needed
The student will bathe/shower after strenuous/dirty active (develop a sense)
The student will apply deoderant daily
The student will keep nails clean, trimmed and shaped
The student will apply lip moistener to prevent chapped lips, if necessary
The student will brush teeth and rinse mouth upon awakening, after meals and upon retiring
The student will use mouthwash when needed
The stu-ent will use dental floss
The student will peoperly maintain eyeglasses, hearing aids

The student will care for self/or stay at home when ill (don't come to school sick)
The student will stay away from others who are coughing or sneezing or have an illness
The student will be aware that acne is common in teen years
The student will state reasons why teens get acne
The student will purchase an acne medicine if their acne is severe
The student will read directions on medication and follow them (or have another person read directions)
The student will make and keep an appointment with a dermatologist if acne persists
The student will follow doctor's instructions
The student will cover mouth when coughing and sneezing
The student will use a tissue or handkerchief to blow nose - dispose of used tissues properly
The student will keep hands away from mouth, nose, hair and face (no nose picking, playing with hair, etc.)
The student will use acne medication and proper cleansing to prevent/care for acne conditions
The student will visit the doctor for yearly physicals (unless visits are needed sooner) with parent
The student will visit doctor when illness lasts more than 3 or 4 days
The student will make an appointment with family doctor and keep it
The student will have a general idea of the procedures and equipment in a doctor's office
The student will take prescription to pharmacist if necessary and purchase
The student will take medication as prescribed and open jar or bottle
The female student will use and dispose of feminine napkins
The female student will use and dispose of tampons
The female student will purchase feminine articles from a vending machine
The student will clean ears with Q-tips
The student will apply sun screen or sun tan lotion when necessary

Dental Health

The student will take care of teeth in hygiene
The student will state reasons why one needs to daily care for teeth
The student will identify foods which may cause dental decay
The student will state how a cavity develops
The student will identify the person responsible for care of teeth (dentist)
The student will make an appointment with a dentist and keep it
The student will become familiar with general procedures and equipment in a dental office

1.5 The student will demonstrate dressing skills

Dressing/Undressing

The student will identify body parts (see Sensory awareness)
The student will identify clothing
The student will remove left and right socks
The student will remove shoes
The student will remove underpants
The student will remove undershirt
The student will remove elastic waist pants
The student will remove pull over skirt
The student will remove zippered pants
The student will remove button down shirt
The student will remove belt
The female student will remove bra
The female student will remove elastic waist skirt and slip
The female student will remove zippered waist skirt
The student will remove zippered outer garments
The student will remove hat
The student will remove mittens
The student will remove gloves
The student will remove hood
The srudent will remove pull-on, zippered and buckle boots
The student will close umbrella
The student will remove poncho
The student will remove necklace clast and slip-on
The student will remove rings
The student will remove bracelet clasp, slip-on
The student will remove clip or pierced earrings
The student will remove prosthesis
The student will remove braces and body jackets
The student will remove glasses
The student will remove hearing aid

Dressing/Undressing II

The student will put on underpants
The student will put on undershirt
The stu-ent will put on right and left socks
The female adolescent will put on bra
The student will put on pull-over shirt or sweater
The student will put on button-on shirt
The student will put on elastic waist pants
The student will put on zippered pants
The student will buckle and thread velcro belt
The student will buckle regular belt
The student will put on slip on shoes
The student will put on tie shoes
The female student will put on elastic waist skirt

The female student will put on zippered waist skirt
The female adolescent student will put on panty hose
The female student will put on dress
The female student will put half or whole slip
The student will put on cardigan sweater
The student will button sweater
The student will put on light jacket
The student will fasten jacket, snap, zippered, button
The student will put on winter coat
The student will fasten coat
The student will put up hood
The student will put on hat
The student will put on gloves
The student will put on mittens
The student will put on boots, pull on, zippered, buckle
The student will open umbrella
The student will put on clast necklace
The student will put on slip on bracelet or watch
The female student will put on earrings, pierced, clip-on
The student will put on poncho
The student will put on clasp bracelet
The student will lace shoes
The student will put on prosthesis
The student will put on braces
The student will put on hearing aid
The student will put on glasses
The student will put on a ring

1.6 Will demonstrate personal appearance skills

The male student shaves/trims facial hair, if necessary and applies after shave
The female student will apply cologne
The female student will apply make-up to enhance appearance and remove make-up
The student will keep clothing items "pulled together" - shirt is in, shoes tied, etc.
The female student will shave legs and underarms when necessary

1.7 Will demonstrate socially appropriate verbalization/mannerisms

The student will engage in Social Activities with others
The student will plan and participate in outings, picnics, etc.
The student will participate in singing
The student will participate in dancing
The student will participate in dramatics
The student will participate in musical activities/rhythm instruments (see Music Curriculum)
The student will visit with others and entertain others at home
The student will realize that all persons need privacy and that some acts are private
The student will express emotions: happiness, sadness, fear, love, attachment, lonliness
The student will indicate wants through means other than crying (i.e. pointing, vocalizing)
The student will withdraw or cry when stranger approaches
The student will show negative reactions - anger, refusal, fear- to non-physical painful things (disliked food, removal of toy)
The student will separate readily from adult
The student will control and distinguish between bowel and bladder function
The student will show fear, anger, affection, jealousy appropriately
The student will understand the positive aspects of masturbation, the appropriate time and place

Social Speech

The student will speak to others at a normal intelligible pace
The student will speak to others in a volume which is appropriate to the setting
The student will not use obscenities when speaking to others
The student will greet peers, family and teachers (superiors) appropriately
The student will properly introduce people
The student will tell a joke appropriate to the setting
The student will use 'manner words' appropriately (please, thank you, etc.)
The student will tell of an event in the proper sequence
The student will carry on an intelligible conversation
The student will refrain from interrupting others
The student will refrain from name calling
The student will participate voluntarily in class discussion
The student will "stay on topic" during a discussion

Class procedures and standards, cont.

Will protect self and others from disruption in learning

Will protect self and others from violations regarding drugs, alcohol or smoking

The student will identify the short range effects of drinking alcohol
The student will identify long range effects of drinking alcohol to excess (liver disease)
The student will be aware that drinking daily may lead to alcoholism
The student will be aware that there is a legal drinking age in each state
The student will distinguish alcoholic drinks from soft or other drinks
The student will be aware that drugs can be helpful and harmful
The student will properly take his/her own medications
The student will identify drugs which are commonly abused by the public (marijuana, heroin, cocaine)
The student will describe the effects of commonly abused drugs
The student will be aware that drugs sold over the counter may be dangerous if taken improperly
The student will read directions for use on medications
The student will not abuse drugs
The student will identify a cigarette
The student will be aware of the long and short range effects of smoking

Will strive to carry out agreed upon behavior contracts and expectations

The student will work as a member of a group and obey rules and laws in the classroom, hope and community situation
The student will abide by rules and fair play

Will strive to express disagreements through appropriate action rather than disruption

Will seek to bring about change

Social Speech, cont.

The student will face person with whom he/she is speaking
The student will periodically maintain eye contact with others when speaking or listening
The student will show appropriate emotional response to specific situations
a. Cries when left alone or put down
b. shows awareness of strange environments
c. Reaches to familiar people/discriminates strangers
The student will use appropriate titles when addressing others

The student will practice basic manners
The student will respond to others in an appropriate manner
The student will share with others when appropriate
The student is considerate of feelings of others
The student will not grab at genitals when needing to use toilet
The student does not masturbate in public
The student refrains from touching others inappropriately (doesn't touch clothing, etc.)
The student does not expose inappropriate body parts in public
The student refrains from hugging and kissing others inappropriately
The student refrains from using sexual words/obscenities in public
The stu-ent does not cry or whine for attention
The student does not bite, kick, etc.
The student does not rock, suck thumb, etc.
The student does not drool - if he/she can control this action
The student does not fight (use fist, etc.)
The student does not hide or run away
The student does not leap, stomp, etc. dance alone in social dancing if inappropriate
The student does not burp or "pass air"
The student faces the person who is speaking and makes eye contact upon speaking
The student does not use disrespectful phrases - "I won't", "Shut up", etc.
The student asks for help, information when needed
The student does not react defensively to criticism
The student accepts own mistakes and disappointments
The student does not perseverate, if h/she can control this action
The student will change activity without emotional outburst

Class procedures and standards, cont.

Will protect self and others from disruption in learning

Will protect self and others from violations regarding drugs, alcohol or smoking

The student will identify the short range effects of drinking alcohol
The student will identify long range effects of drinking alcohol to excess (liver disease)
The student will be aware that drinking daily may lead to alcoholism
The student will be aware that there is a legal drinking age in each state
The student will distinguish alcoholic drinks from soft or other drinks
The student will be aware that drugs can be helpful and harmful
The student will properly take his/her own medications
The student will identify drugs which are commonly abused by the public (marijuana, heroin, cocaine)
The student will describe the effects of commonly abused drugs
The student will be aware that drugs sold over the counter may be dangerous if taken improperly
The student will read directions for use on medications
The student will not abuse drugs
The student will identify a cigarette
The student will be aware of the long and short range effects of smoking

Will strive to carry out agreed upon behavior contracts and expectations

The student will work as a member of a group and obey rules and laws in the classroom, home and community situation
The student will abide by rules and fair play

Will strive to express disagreements through appropriate action rather than disruption

Will seek to bring about change

2. Will demonstrate task orientation skills

2.1 Will listen to directions

2.2 Will follow directions

The student will respond appropriately to one step directions, more than one step directions
The student will respond to "No!"
The child will position body parts in space upon direction
The child will move body parts in space upon direction
The student will appropriately respond to "No!"
The student will listen to and follow 1-step directions
The student will listen to and follow complex directions

2.3 Will read and follow directions

2.4 Will indicate confusing aspects of task

2.5 Will seek needed clarification of confused task

2.6 Will attend to assigned task and ignore errelevant stimuli

2.7 Will complete tasks in time (with efficiency)

2.8 Will complete tasks with acceptable quality (effectiveness)

2.9 Will demonstrate ability to move on to other aspects of a task and later return to problem area when confronted with marked difficulty

3. Will demonstrate organizational and task management skills

3.1 Will identify appropriate materials for task

3.2 Will locate and obtain reference materials

3.3 Will identify home resources

3.4 Will identify what is expected from a task

3.5 Will estimate time demands from a task

The student begins and ends activities with use of a timer/ alarm clock
The student will gain a sense of how long activities take and can plan accordingly
The student will plan for deadlines

Task management skills, cont.

3.6 Will set priorities for task completion

3.7 Will arrange parts of a task in order

3.8 Will develop time line for completion of parts of task

3.9 Will organize and maintain notebook

3.10 Will organize storage of material

3.11 Will retrieve specific items for storage

4. Will demonstrate seeking help from others when needed

4.1 Will identify situations which require help from others

The student will act to gain attention

4.2 Will use appropriate signals for help

The student asks for help, information, when needed
The student will communicate needs non-verbally: gestures, facial expression, sign
The student will communicate needs verbally: bathroom, hunger, assistance
The student will communicate wants: toys, work, interaction, parents, peers, etc.
The student will show discomfort when separated from mother in strange environment

4.3 Will identify appropriate persons to provide help

The student will become familiar with community resources for assistance in family crisis

4.4 Will accept help or supervision when appropriately offered

5. Will demonstrate attending school regularly

5.1 Will meet bus on time

The student will demonstrate understanding of being on time - punctuality

5.2 Will attend to classroom activities on time

Given a clock and schedule of when activities begin, the student will begin activities independently

5.3 Will follow school schedule

The student will plan daily activities and schedule
The student identifies what time specific events happen - schedule, lunch, break, etc.

5.4 Will attend school at least ____% of the time with constructive participation

The student will learn importance of good attendance and responsibility by attending school regularly except when sick

6 Will demonstrate work independently

6.1 Will organize self for independent work

6.2 Will attempt assigned tasks withour first seeking help

6.3 Will work alone

6.4 Will play alone

The student will plsy alone, but will share and take turns
The student will smile and vocalize at mirror image
The student will mouth toys in play
The student will engage in indoor activities
The student will watch TV
The student will listen to the radio
The student will listen to records and tapes
The student will operate a "CB"
The student will learn to play a musical instrument (see Music Curriculum)
The student will look at/read magazines, books and newspapers
The student will learn card games
The student will participate in board games
The student will participate in drama activities and role playing
The student will begin to play imaginatively (i.e. builds toy train with blocks)
The student will put toys to mirror
The student will engage in solitary or onlooker play
The student will carry or hug dollor teddy bear
The student will participate appropriately in water play
The student will engage in Hobbies
The student will engage in ceramics

Work independently, cont.

Play alone, cont.

The student will engage in model building
The student will engage in macrame
The student will engage in handcrafts - sewing, knitting, etc.
The student will engage in collecting items, postcards, rocks, etc.
The student will engage in gardening/plant care
The student will engage in care of pets
The student will engage in arts and crafts (see Art Curriculum)
The student will engage in individual active sports
The student will engage in walking, running, jogging, pushing self in wheelchair
The student will engage in swimming activities
The student will engage in bowling
The student will engage in fishing.
The student will engage in roller skating, ice skating, skiing
The student will engage in bicycling
The student will engage in Yoga, gymnastics

Note: for additional activities see Physical Education Curriculum

6.5 Will demonstrate willingness to initiate new behaviors

The student will persistently try to get toys out of reach

6.6 Will derive self-satisfaction from independent tasks

The student will change role and scene frequently in play
The student will participate in physical play

7. Will demonstrate compensation for skill deficits

7.1 Will identify needs/weaknesses/deficiencies

7.2 Will identify strengths

7.3 Will identify the need to compensate for skill deficiencies

7.4 Will identify strengths which support alternative goal attainment strategies

Skill deficits, cont.

7.5 Will identify alternative goal attainment strategies

The student will explore alternative adult life styles, so that he/she may understand responsibilities of each and choose one appropriate for him/her

7.6 Will negotiate with authority for permission to use alternative methods

8. Will demonstrate control of emotions

8.1 Will match words to feelings of self

The student will identify various emotions (anger, sorrow, happiness, frustration, etc.) and learn to deal with them in an acceptable manner to society and self.

8.2 Will match words to feelings of others

8.3 Will delay or inhibit impulse toward immediate expression

8.4 Will use substitute responses for impulses or emotional outbursts

The student will develop an awareness that controlling one's emotions is a sign of adulthood.

9. Will demonstrate respect for class procedures and standards

9.1 Will protect self and others from harm (psychological/ physical)

The student will understand how to protect oneself from exploitation by others
. The student will learn to avoid exploitation in sexual behavior
. The student will behave in a responsible sexual behavior manner (not exploiting others, flirting, teasing, etc.)
The student will develop an understanding of forcible sexual ataacks, how to protect oneself and what to do in case one experiences rape
The student will overcome simple obstacles: Motor planning,
The student will avoid simple hazards : furniture, walls, wall plugs

9.2 Will protect self and others from loss of property

The student will handle others' property with care
. The student will proclaim ownership of his/her things
. The student will begin to share toys

10. Will demonstrate cooperation with adults

10.1 Will accept praise or positive reactions from adults

The student will seek adult approval
The student will play ball with adult

10.2 Will demonstrate willingness to listen to instructions from adults

The student will go on errands outside classroom
The student will give up object on request
The student will put away toys with supervision

10.3 Will accept help or suggestions from adults

The student will hand empty cup to adult

10.4 Will try new teacher activities without complaining

The student will hold offered object

10.5 Will express interest in learning or performing new tasks

The student will help with simple tasks

10.6 Will offer assistance or help to adults

11. Will demonstrate positive peer relationships

11.1 Will distinguish between self and others

The student will domonstrate awareness when person is around - vocalizing, talking, touching
The student will develop an awareness that each person is a unique individual
The student will recognize familiar faces (i.e. mother)
The student will look at own hands
The student will laugh aloud to self
The student will stop all activity to observe surroundings
The student will quiet down when picked up
The student will demonstrate awareness when person is around - vocalizing, talking, touching
The student will quiet to others' face and voice
The student will follow a moving object or person
The student will imitate gestures, facial expressions and sounds
The student will pat and touch mirror image
The student will watch activities of others

Positive peer relationships, cont.

11.2 Will demonstrate enjoyment of a relationship with at least one other person

The student will vocalize when attended by another
The student will choose a favorite companion from 2 or 3
The student will smile and respond to attention
The student will play hiding or chasing games
The student will wave bye-bye spontaneously and appropriately
The student will anticipate body movement when nursery rhyme is said
The student will laugh at pat-a-cake and peek-a-boo
The student will play pat-a-cake and wave bye-bye
The student will give appropriate articles to various people
The student will imitate simple actions

11.3 Will demonstrate enjoyment of relationship with more than one other person

The student will play with other children
The student will establish friendships with others in a variety of situations
The student will socialize with others at break time or in social situations
The student will play with 2 or 3 others
The student will play socially organized games
The student will act silly in play and may do things wrong purposely

The student will participate in <u>active social sports</u>
The student will play ping pong
The student will play shuffle board
The student will play badminton
The student will play croquet
The student will play volleyball
The student will play softball
The student will play basketball
The student will play soccer
The student will play football (touch or flag)
The student will play hockey
The student will play pool
The student will realize that friendships and interests vary with age

The student will engage in <u>spectator sports</u>
The student will watch, in person or on TV
The student will watch baseball
The student will watch football
The student will watch soccer
The student will watch hockey
The student will watch tennis
The student will watch basketball
The student will watch golf

Relationships with more than one other person, cont.

The student will engage in Community Activities
The student will go to concerts
The student will participate in social clubs, canteen dances, etc.
The student will go to the movies/theatre
The student will participate in special events - parades, picnics
The student will participate in club activities - Girl Scouts, church groups
The student will window shop and browse at shopping malls
The student will use library facilities
The student will use museum facilities
The student will dine at public eating places
The student will use park facilities
The student will plan and participate in vacations

11.4 Will express positive feelings toward others

The student will form friendships with persons of the same/opposite sex and will continue them in a manner that is socially acceptable to self, family and community
The student will tease and joke and respond appropriately to jokes

11.5 Will domonstrate acceptance of others'weaknesses or differences withour teasing or blaming

The student will practice sportsmanship and learn to compromise when necessary and appropriate
The student will become familiar with others' disabilities (peers)

11.6 Will offet help or assistance to others when appropriate

The student will comfort another in distress
The student will offer but not relinquish toys

12. Will demonstrate constructive problem-solving skills with others

12.1 Will demonstrate understanding of another person's communications

12.2 Will demonstrate empathy for another person's feelings

The student will develop awareness of the right of the others to receive consideration and respect
The student will develop an awareness that there are different kinds of love and loving relationships

Problem solving skills, cont.

12.3 Will express own ideas and feelings in constructive (rather than destructive) ways (i.e. with "I" message vs. "You" message

The student will accept the opinions of others without changing own values - (not swayed by others easily)

12.4 Will negotiate own needs and wants to meet needs and wants of others

The student will develop an awareness of the factors involved in adjusting to married life
The student will develop an awareness of the responsibility of becoming a parent
The student will develop child care and/or parenting skills
The student will develop an awareness of the role and responsibility of the members of a family

13. Will demonstrate responsibility for own behavior

13.1 Will verbalize and demonstrate the meaning of assumption of responsibility

The student will understand the responsibility of dating
The student will develop an understanding of the role of the family

13.2 Will verbalize/demonstrate alternative ways to reach goals

The student will set short and long range goals for self and organize steps to achieve these goals
The student will role play daily activities

13.3 Will evaluate choices of action in terms of probable outcome

The student will be aware of alternate lifestyles and sexual references
The student will develop an awareness of the importance of preparation for marriage
The student will develop an awareness that there are different types of families and family relationships

13.4 Will verbalize reasons for good work habits

13.5 Will identify and describe own work habits

13.6 Will identify the relationship between one's own actions and resultant consequences

The student will develop honesty, which will assist in developing good relationships with others

14. Will demonstrate positive feelings about self

14.1 Will express knowledge on one's own unique personal characteristics including strengths and weaknesses

The student will develop an understanding of oneself
The student will become aware of one's own gender and will relate the similarities of all members of the same gender
The student will become familiar with his/her own disability, (limitations, special care or diet)

14.2 Will identify and express positive thoughts about self

The student will develop positive feeling about him/herself
The student will develop one's self concept of being a worthy and capable individual
The student will develop self-image as one who has ability to control his/her own behavior and habits
The student will develop an awareness of sexual development and understand that it is normal
The female students will understand the menstrual cycle and care

14.3 Will demonstrate satisfaction with own efforts

The student will call attention to own performance

14.4 Will accept the narmalcy of one's own feelings without self-blame or denial

The student will accept the opinions of others without changing own values - (not swayed by others easily)

14.5 Will identify potentially positive elements in a disappointment

14.6 Will share own efforts with others

The student will perform for others

15. Will demonstrate coping skills

15.1 Will identify and accept feelings of frustration as normal events

15.2 Will demonstrate acceptable alternatives for coping with frustration

The student will respond appropriately to teasing from others
The student will begin to accept delayed gratification
The student will interact aggressively with environment (i.e. claims desired object as his/her own)

Coping Skills, cont.

15.3 Will demonstrate relaxation or tension relieving techniques

15.4 Will express an understanding that new situations require a personal risk

The student will boss others, assert self, answer back when frustrated
The student will develop trust which is necessary in maintaining friendships

15.5 Will demonstrate stress endurance

The student will respond appropriately to scolding

Behavioral Cluster: Life Skills Program

1. Will demonstrate self-help skills

1.1 Will demonstrate attending skills

The student will attend to task at hand.
Student will look at the work.
The student will look at teacher
Student will sit straight in chair
The student will give teacher necessary attention
Student will listen to teacher
Student will watch as teacher demonstrates new job
Student will observe task being demonstrated

1.2 Will demonstrate eating skills

The student will:

Drink with straw
Drink from cup
Drink from glass
Eat with spoon
Eat with fork
Cut with knife
Cut with fork
Hold sandwich
Sit in chair close to table
Take small bites
Chew with mouth closed
Wipe mouth with napkin
Pass table items when asked
Ask to have table items passed

1.3 Will demonstrate toileting skills

1.4 Will demonstrate personal hygiene skills

The student will:

Wash hands at sink

Identify soap, towel
Turn on cold water faucet
Adjust hot water until temperature is warm

place hands in water
rub soap on hands
replace soap to soap dish
rub hands together thoroughly
rinse hands thoroughly
turn water off
get towel
dry hands
replace towel on bar
discard paper towel

Wash face (using washcloth)
identify soap, washcloth, towel
get washcloth
turn on cold water
adjust hot water until temperature is warm
wet washcloth
rub soap into washcloth
return soap to dish
rub upper part of face without getting soap in eyes
rub lower part of face without getting soap in nostrils
rinse soap from washcloth
rinse face with washcloth thoroughly
rinse with washcloth
wring out washcloth
rinse off toothbrush
replace toothbrush
cap toothpaste tube
take cup
fill cup with water
rinse mouth
replace cup
replace toothpaste
turn faucets off

Cover mouth when sneezing and/or coughing
identify a tissue
get tissue
wipe nose or mouth thoroughly
discard tissue in garbage

Use deodorant
identify deodorant
get doedorant can
remove cap
apply deodorant to left armpit
apply deodorant to right armpit
replace cap
replace deodorant

State steps in bathing

State steps in showering

Wash hair
identify shampoo, towel
get shampoo
get towel
turn cold water on

adjust hot water until temperature is warm
bend over sink until nape of neck is under faucet
direct water over hair with hands
grasp shampoo bottle
uncap shampoo bottle
measure capful of shampoo into palm
rub palms together with shampoo
apply shampoo to hair
lather hair
bend head under faucet
rinse hair thoroughly
turn off water faucets
face towel
rub hair until dry with towel
recap shampoo
replace shampoo

Indicate menstruation has begun
identify sanitary napkin
get sanitary napkin
change sanitary napkin
wrap soiled sanitary napkin
discard soiled sanitary napkin in garbage

1.5 Will demonstrate dressing skills

The student will
take shoes off
take socks off
take stockings off
take pants off
take skirt off
take blouse/shirt with front buttons off
take pullover shirt off
take underpants off
take undershirt off
take bra off
take hat off
take mittens/gloves off
take boots/rubbers off
unsnap
untie a bow
unlace a shoe
unzip
unbuckle
unbutton
unhook
put underpants on
put undershirt on
put pants on
put skirt on
put shirt/blouse with frontbuttons on
put pullover shirt on
put socks on
put shoes on

put bra on
put stockings on
put hat on
put mittens/gloves on
put boots/rubbers on
use a shoehorn
identify right side of clothing
identify wrong side of clothing
state differences between right and wrong side of clothing
hang clothing on a hook
hang clothing on a hanger
state season of year
state clothing appropriate for each season
state clothing appropriate for weather conditions
state clothing appropriate for activities (work, play, etc.)

1.6 Will demonstrate personal appearance skills

Shave with electric razor
identify electric razor
get razor case
get razor from case
take cord from case
plug cord into razor
plug shaver into wall socket
turn switch on
bring razor to face
move razor on skin with rubbing motion
shave one side of face
shave under chin
shave other side of face
turn off razor
pull plug from wall
pull plug from razor
replace razor in case
replace case

comb or brush hair
identify comb, brush
get comb/brush
comb one side of hair
comb other side of hair
comb back of hair
make a part
replace comb/brush

clean finger nails
identify nail brush
get nail brush
turn on cold water
adjust hot water until temperature is warm
get soap
rub soap on nailbrush
replace soap
scrub nails on left hand
rinse left hand

scrub nails on right hand
rinse right hand
rinse nail brush
replace nail brush
turn off both faucets
get towel
dry hands thoroughly
replace towel
replace nail brush

File finger nails
identify emory board
get emory board
file all fingers of left hand
switch board to other hand
file all fingernails of right hand
replace emory board

Cut fingernails
identify nail clippers
get nail clippers
clip all nails on left hand
switch clipper to other hand
clip all nails on right hand
replace clippers

Apply lip gloss

Apply nail polish

Apply eye shadow

Apply blush

Wear clean clothes
identify clean clothes
identify dirty clothes
list differences between clean and dirty clothes
identify damaged clothes

Look at self in mirror
identify elements of a good appearance
identify elements of good grooming
identify elements of poor grooming
list differences between good and poor groomings

.7 Will demonstrate socially appropriate verbalizations/mannerisms

Will use common courtesy words - will show good manners with co-workers

Please
Thank you/no thank you
I'm sorry
Excuse me
You're welcome

Go to the correct bathroom
Student will use proper manners with other studentw

Thank you
Please
May I have
Excuse me, etc.
Proper greetings, (hello, goodbye, etc.)

Student will say excuse me when asking someone to move

2. Will demonstrate task orientation skills

2.1 Will listen to directions

2.2 Will follow directions

Student will perform work as instructed
Student will follow teachers' verbal directions
Student will change job tasks when directed
Proceed to job when he or she is already familiar with upon teacher request
Student will be able to proceed to job he or she is already familiar with independently
The student will repeat orally one step directions

Point A to point B
Take one and place in given area

The student will repeat orally two step directions

Point A to point B then C
Take one and one and place in given area

The student will repeat orally multi-step directions -
Take box from shelf, place on skid, and then return to job.

The student will perform

One step operation
Two step operation
Multi-step operation

The student will follow verbal directions without demonstration when one specific task is involved

Student will be able to proceed
Correct mistakes

The student will be willing to perform task for given time periods

2.3 Will read and follow directions

2.4 Will indicate confusing aspects of a task

Student will ask questions as they arise

2.5 Will seek needed clarification of confused task

Student will notify teacher of mistakes
Student will ask questions if directions are not understood
Student will indicate, by raising hand, need for teacher assistance
Student will ask teacher assistance in locating materials
Student will ask teacher if in doubt about usage of tools
Student will notify teacher that material is needed or running low

2.6 Will attend to assigned task and ignore irrelevant stimuli

The student will maintain level of productivity when:

There are a variety of activities occuring simultaneously
There is a need to

2.7 Will complete tasks in time (with efficiency)

Complete task in given time frame

2.8 Will complete tasks with acceptable quality (effectiveness)

The student will maintain level of quality of work
Student will show increased productivity
Student will show aptitude in work completed
Student will produce accurate and neat work

2.9 Student will demonstrate ability to move on to other aspects of a task and later return to problem area when confronted with marked difficulty

3. Will demonstrate organizational and task management skills

3.1 Will identify appropriate materials for task

The student will proceed directly to work station

Student will obtain materials if necessary
Student will proceed to work station without talking to other students
Student will set up work station

Student will locate source of material needed for task

3.2. Will locate and obtain reference material

Student will locate tools necessary for particular job

Scissor
Hammer
Pliers, etc.

3.3 Will identify home resources

3.4 Will identify what is expected from a task

3.5 Will estimate time demands from a task

3.6 Will set priorities for task completion

3.7 Will arrange parts of a task in order

3.8 Will develop time line for completion of parts of task

3.9 Will organize and maintain a notebook

3.10 Will organize storage of materials

When leaving work station student will return tools to proper area
Student will return tools or material to proper storage area

3.11 Will retrieve specific item from storage

4. Will demonstrate seeking help from others when needed

4.1 Will identify situations which require help from others

4.2 Will use appropriate signals for help

Student will ask questions
Student will call to teacher if nearby and state his or her own needs

To be excused
To drink water
Educational materials

4.3 Will identify appropriate persons to provide help

4.4 Will accept help or supervision when appropriately offered

When teacher suggests an alternate method of performing task the student will

Discuss the suggestion
Change the method

The student will accept constructive criticism- when mistake is pointed out

5. Will demonstrate attending school regularly

5.1 Will meet bus on time

5.2 Will attend to classroom activities on time

The student will arrive to work on time

With the aid of a schedule
Responding to bells
With the aid of another student
Independently - by memory

The student will respond promptly to teacher's verbal directions
Arriving to work on time

5.3 Will follow school schedules

The student will check in and out of class

The individual time card will be punched in by student when entering and when leaving
Student will bring his or her own schedule to class
Student will place schedule on designated area
Student will obtain schedule upon leaving

5.4 Will attend school at least ____% of the time with constructive participation

6. Will demonstrate working independently

6.1 Will organize self for independent work

Upon completion of each item, student will proceed to next similar item of given task
Student will independently obtain material

6.2 Will attempt assigned tasks without first seeking help

6.3 Will work alone

6.4 Will play alone

6.5 Will demonstrate willingness to initiate new behaviors

The student will show initiative

6.6 Will derive self-satisfaction from independent tasks

7. Will demonstrate compensation for skill deficits

7.1 Will identify needs/weaknesses/deficiencies

7.2 Will identify strengths

7.3 Will identify the need to compensate for skill deficiencies

7.4 Will identify strengths which support alternative goal attainment strategies

7.5 Will identify alternative goal attainment strategies

7.6 Will negotiate with authority for permission to use alternative methods

The student will demonstrate independent communication skills when - the student wishes to change job assignments

8. Will demonstrate control of emotions

8.1 Will match words to feelings of self

Indicate emotional state

Happy
Sad
Afraid
Upset
Angry
Disappointed

8.2 Will match words to feelings of others

8.3 Will delay or inhibit impulses toward immediate expression

8.4 Will substitute responses for impulses or emotional outbursts

9. Will demonstrate respect for class procedures and standards

9.1 Will protect self and others from harm (psychological, physical)

9.2 Will protect self and others from loss of property

Student will use only their own material
Student will use tools with care
Student will take proper care of tools
Student will use care in handling equipment as shown by teacher

9.3 Will protect self and others from disruptions in learning

The student will sit at work station without interfering with other students
The student will work quietly

The students will not talk to others while working on task
The student will not make any unnecessary noises while working

While performing a given task student will not hinder others from completing task by:

Talking
Touching
Making noises
Moving about room
Throwing objects

9.4 Will protect self and others from violations regarding drugs, alcohol, or smoking

N/A

9.5 Will strive to carry out agreed upon behavior contracts and expectations

Student will change job tasks when directed
Student will not leave work area without permission
Student will follow directions without unnecessary argument
Student will ask permission when necessary to leave work station
Student will ask teachers for permission to obtain material
Student will ask teacher's permission to obtain tool
Student will perform same operation over long period of time.
Given specific task, the student will be able to perform job for:

a. A short span of time
b. A few hours
c. More than one day
d. Extendended period of time

Student will follow safety rules
Student will not throw objects
Student will not touch equipment he or she is not familiar with
Upon completion of task, student will place completed material in designated area

9.6 Will strive to express disagreements through appropriate action, rather than disruption

9.7 Will seek to bring about change through socially acceptable methods

10. Will demonstrate cooperation with adults

10.1 Will exhibit acceptance of praise or positive reactions from adults

10.2 Will demonstrate willingness to listen to instructions from adults

10.3 Will exhibit acceptance or help or suggestions from adults

10.4 Will try new teacher activities without complaining

10.5 Will express interest in learning or performing new tasks

10.6 Will offer assistance or help to adults
The student volunteers to help the teacher in a given situation

11. Will demonstrate positive peer relationships

11.1 Will distinguish between self and others

The student will work only on his or her own material

11.2 Will demonstrate enjoyment of a relationship with at least one other person

11.3 Will demonstrate enjoyment of a relationship with more than one other person

The student will interact appropriately with co-workers
The student will sit with others at work station

11.4 Will express positive feelings toward others

The student will interact appropriately with co-workers

11.5 Will demonstrate acceptance of others' weaknesses or differences without teasing or blaming

11.6 Will offer help or assistance to others when appropriate

The student helps another student win a given situation
Student will share materials when necessary
Students will share common recepticles
The student will be helpful toward others when requested to by teacher or other student

Hold door open
Move chair
Help students to class

12. Will demonstrate constructive problem-solving skills with others

12.1 Will demonstrate understanding of another person's communications

12.2 Will demonstrate empathy for another person's feelings

12.3 Will express own ideas and feelings in constructive (rather than destructive) ways (ie. with "I" vs. "You" messages)

The student will ask for pay raises at appropriate times.
When student feels he/she merits a pay raise he or she will ask supervisor at proper time.

Ask to speak with supervisor in private
Discuss previous accomplishment
Discuss reasons for request

The student reports the completion of assignment
The student indicates need of additional material
The students report a safety hazard
The student notifies thacher of a problem another student is having
Student will report an error in the work being done

12.4 Will negotiate own needs and wants to meet needs and wants of others

13. Will demonstrate responsibility for own behavior

13.1 Will verbalize and demonstrate the meaning of assumption of responsibility

13.2 Will verbalize/demonstrate alternative ways to reach goals

13.3 Will evaluate choices of action in terms of probable outcome

13.4. Will verbalize reasons for good work habits

13.5 Will identify and describe own work habits

13.6 Will identify the relationship between one's own actions and resultant consequences

14. Will demonstrate positive feelings about self

14.1 Will express knowledge of one's own unique personal characteristics

14.2 Will identify and express positive thoughts about self

14.3 Will demonstrate satisfaction with own efforts

14.4 Will accept the normalcy of one's own feelings without self-blame or denial

14.5 Will identify potentially positive elements in disappointment

14.6 Will share own efforts with others

15. Will demonstrate coping skills

15.1 Will identify and accept feelings of frustration as normal events

15.2 Will demonstrate acceptable alternatives for coping with frustration

The student will work under pressure without decreasing productivity

15.3 Will demonstrate relaxation or tension relieving techniques

15.4 Will express an understanding that new situations require a personal risk

15.5 Will demonstrate stress endurance

APPENDIX III

WORKSHOP PROFILE

APPENDIX III

WORKSHOP PROFILE

Every workshop throughout the District will focus on the Program Goals and Objectives as cited on pages 1 and 2 of the report. Employment orientation, prevocational and vocational assessment, and production will be emphasized as extensions of the classroom's goals and objectives. Actual production examples are listed below:

- .making and boxing staple removers
- .packaging supplies
- .sorting salvage
- .peeling and sorting colorforms
- .putting lace on cards for samples
- .assembling coin books
- .packaging and blistering tape
- .sorting and packaging assorted goods
- .sorting and packing screws
- .collating booklets
- .collating, labeling
- .collating, sorting shrink wrap
- .packaging and lacing dice
- .packaging phone parts
- .putting labels on cards

Common also to all of the workshops will be the following operational procedures:

1. The Procurer will represent the District in getting outside work.
2. The Procurer will assign a job number to each job since each job will come through his office.
3. The Procurer will notify all workshops as to work that has been contracted.
4. Workshop instructors will request work of the Procurer.
5. Billing will be centralized for all workshops, but all billing data will be submitted by Workshop instructors through the Program Directors to Mr. Dwyer.
6. Invoices and delivery receipts will be used for internal deliveries as well as external.
7. School Business Administrator will look over current system and see if changes are needed.
8. The Procurer will initially give the MH and A/S Program Workshops 2 days per week and let the larger workshops retain most of the time.
9. Mr. Giardella will be responsible for the trucks and will schedule them.
10. Each Program will be responsible for their own payroll; payroll input data will be forwarded by the Workshop instructors through Program Directors to School Business Administrator; the paymaster at the bank organizes the payroll and the Central Office picks up and distributes the payroll.

11. Each Workshop instructor is responsible for distribution of money to students.
12. Staff evaluation will follow District procedure.
13. Ordering of equipment and supplies will follow District procedure.

OPERATIONAL VARIANCE

Variable	Program	
1. number of students served	1.1 Life Skills	- 30-45 students per slot
	2.2 MH	- 10 students
	2.3 A/S	- 6-15 students
2. number of workshop instructors	2.1 Life Skills	- 2 instructors - 2 aides
	2.2 MH	- 1 instructor
	2.3 A/S	- 1 instructor
3. length of periods	3.1 Life Skills	- ½ hour blocks but a student may spend up to 3-4 blocks
	3.2 MH	- 1-1½ hour blocks but a student may spend longer
	3.3 A/S	- 1-1½ hour blocks but a student may spend longer
4. role of classroom teacher in workshop	4.1 Life Skills	- the classroom teachers do not accompany the students
	4.2 MH	- the classroom teachers do not accompany the students
	4.3 A/S	- the classroom teachers will sometimes accompany students
5. teacher paperwork	5.1 Life Skills	- there is no released time for paperwork (time studies, billing data, etc.)
	5.2 MH	- there is time built in for paperwork
	5.3 A/S	- there is time built in for paperwork
6. appropriateness of contracts	6.1 Life Skills	- the contracts listed above are appropriate for the Life Skills population
	6.2 MH	- the contracts listed above are appropriate for the Multiply Handicapped population
	6.3 A/S	- the contracts listed above are appropriate for the A/S population
7. equipment	7.1 Life Skills	- the equipment is appropriate for the population
	7.2 MH	- the equipment is appropriate for the population
	7.3 A/S	- the equipment is appropriate for the population

WORKSHOP ACTIVITIES:

FUNCTIONAL ACADEMIC ACTIVITIES:

- Reading
- Writing
- Speaking-Communicating
- Computing
- Safety Training

VOCATIONAL ACTIVITIES:

- Collating
- Stapling
- Machine Operating
- Mail Sorting
- Assembly
- Piece Counting
- Folding
- Transporting
- Sectioning
- Counting
- Labeling
- Packing
- Chronological Arranging
- Nailing
- Gluing
- Jig Work
- Telephone Etiquette and Usage
- Interviewing
- Maintaining Clean and Orderly Work Areas
- Quality Control

BEHAVIORAL ACTIVITIES

(see Appendix I)

There does not appear to be much variance among the program workshops. Consequently, design of the Program is similar in each Workshop. As differences are noted, they will be recorded.

GEOGRAPHIC DESIGN:

A large suburban County is best served through a main workshop and satellite type model.

Workshop Site # 1 --Primary Workshop
Secondary School Age Workshop-Rockleigh
Adult Age Workshop-Rockleigh

Workshop Site #2 --Secondary School Age Workshop--WoodRidge
Adult Age Workshop--WoodRidge

Satellites Workshops--Program for Multiply Handicapped--Paramus
Program for Autistic/Schizonphrenic and
Multiply Learning Handicapped--New Milford

STAFFING:

The staff who are necessary for the successful operation of a workshop include:

procurement staffperson
workshop teacher ~~or instructors~~ (see attached job descriptions)
workshop assistants
drivers

EQUIPMENT:

Although not all of the following is necessary for a successful/ comprehensive workshop, they are indeed helpful in the more comprehensive workshops.

tables
chairs
L'sealer
Conveyer shrink tunnel
Blister packages
Conveyer belt table
Electric stencil machine
Mimeographing machines
Plastic laminating machine
Hand printing machines
16 page semi-automatic collating machine
Precision-stapling machine
Folding machine
Tape dispensing machines
Hand truck
Manual box stapling machine

EQUIPMENT CONTINUED:

Foot stapler
Semi-live skids and jacks
Hand staplers
Loading dock plate
Loading dock truck
Riviting machine

SUPPLIES:

Paper for duplicating
Staples
Rubber bands
Glue sticks
Envelopes
Corregated boxes
Tape (gum reinforced)
Ink for mimeo
Cryovac film for L'sealer

SPECIAL SERVICES SCHOOL DISTRICT
OF
BERGEN COUNTY
****

JOB DESCRIPTION

TITLE: TEACHER

QUALIFICATIONS:

1. Possession of a Standard New Jersey Teacher Certificate
2. Evidence of successful potential as demonstrated in student teaching, prior experience, references, and interview.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Supervisor or appropriate administrator

GENERAL DESCRIPTION:

To assist students to fulfill their potential for intellectual, emotional, physical and psychological growth, and to provide them with the necessary knowledge and skills essential for full participation as responsible citizens.

PROFESSIONAL PERFORMANCE RESPONSIBILITIES:

1. Comply with all applicable rules, regulations, and policies of the Board of Education.
2. Maintain such records and reports as required under the provisions of the State law.
3. Assist the administration in implementing all policies and/or rules governing student life and conduct; develop reasonable rules of behavior and procedure for the teacher's specific area of responsibility.
4. Instruct, guide, discipline, and supervise in accordance with local curriculum ("T&E") goals and the students' Individual Education Plan (I.E.P.).
5. Cooperate as an active educational member in the development of the total school program.
6. Create an environment conducive to learning and trust, and appropriate to the maturity and interests of pupils.

Teacher

7. Acknowledge and respect individual differences of each child and to provide the child with educational experiences accordingly.

8. Monitor the progress of all pupils in accordance with the pupil progress indicators adopted by the Board of Education.

9. Maintain all records and data applicable to pupil progress.

10. Implement the individual improvement plans as written into the observation and/or evaluative reports.

11. Foster sound relationships with students, parents, fellow teachers, non-teaching personnel, and administration through established channels of communication.

12. Participate in those activities that promote professional growth.

13. Perform additional or alternative duties which are within the scope of employment and certification as may be assigned (especially relevant to positions: billing; shipping; payroll; time studies; trucking are some of these duties.

EVALUATION: Teachers evaluation will be based upon the provisions of the requirements of the State mandated regulations on teacher evaluation/pupil progress, and in keeping with Board of Education Policy.

(This description deals with all professional personnel, functioning in this district performing under an appropriate New Jersey Certificate).

RGL:tf
6/79

SPECIAL SERVICES SCHOOL DISTRICT
OF
BERGEN COUNTY
****

JOB DESCRIPTION

TITLE: WORKSHOP ASSISTANT/BUS DRIVER

QUALIFICATIONS: High School Diploma - School Bus Driver's License

REPORTS TO: Workshop Instructor/Program Director

JOB GOAL: Assist Workshop Instructor in organizing sub-contract work and supervising clients in the Program.

PERFORMANCE RESPONSIBILITIES:

1. Assist clients in the Program.
2. See the work is completed on time, and that the quality of work meets the proper standards.
3. Assist in record keeping on clients' production.
4. Assist in instructing clients in work assignments in order to develop good work habits, attitudes and skills.
5. Attend staff meetings both for the Program and the School.
6. Set an example of socially acceptable behavior which will serve as a pattern for clients to emulate.
7. Maintain a working relationship with other Program personnel.
8. Perform other related duties as requested by the workshop instructor.
9. Be responsible for pick up and delivery of sub-contract work.
10. Drive the established bus routes when applicable, with emphasis on student safety.
11. Perform other special duties as assigned by the Program Director or the Superintendent of Schools.

APPOINTMENT: Appointment shall be made by the Board of Education upon the recommendation of the Superintendent of Schools.

Workshop Assistant/Bus Driver

TERMS OF EMPLOYMENT: Twelve (12) month year.
Salary and work year to be established by the Board of Education.

EVALUATION: Performance of this position will be evaluated annually, in accordance with provisions of the Board's policy on evaluation of non-professional personnel and the Administrative procedures on non-professional staff evaluation.

IL:tf
Revised: 6/79

APPENDIX IV

EVALUATION

STUDENT PROGRESS REPORTS

LIFE SKILLS

MULTIPLY HANDICAPPED

A/S

PARENTS' COPY

SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY
REPORT CARD

Student _____
Attendance
From _____ to _____ 19/
Days Present _____
Days Absent _____

Program _____
Coordinator _____
Teacher _____
School District _____

	EXCELLENT	GOOD	FAIR	NEEDS IMPROVEMENT	COMMENTS
COMMUNICATION					
Oral Skills					
Written Skills					
Effort					
LANGUAGE ARTS					
Reading Skills					
Spelling Skills					
Effort					
MATHEMATICS					
Skills					
Effort					
SOCIAL SCIENCES					
Skills					
Effort					
SCIENCE					
Skills					
Effort					
SPECIAL ACTIVITIES					
SOCIAL BEHAVIOR					
WORK HABITS					
HEALTH & SAFETY HABITS					

82

Name _____

Date _____ 19/

PARENTS' COPY

Name _____

Date _____

BEHAVIORAL OBSERVATIONS	EXCELLENT	GOOD	FAIR	NEEDS IMPROVEMENT	
WORK HABITS					
Co-op with faculty					
Receptive to instruction					
Follows directions					
Works independently					
Participated to full capacity					
Completes assignments					
_____					
GROUP					
Participates to full capacity					
Group interaction					
Able to control temper					
Appropriate language					
_____					
PERSONAL					
Positive attitude					
Accepts criticism					
Peer relationship					
Accepts responsibility					
Respects school property					
Respects property of others					
Social maturity					
Personal appearance					
_____					

SPECIAL ACTIVITIES

PARENTS' COPY

SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY
PROGRAM III - FAIR LAWN
STUDENT PROGRESS REPORT

REPORT 1, 2, 3.

Student _____

Attendance
From _____ to _____ 19 ____

Days Present _____

Days Absent _____

Director Mr. Rossetto

Teacher _____

Sending District _____

Behavioral Development:

Academic Development:

Language Development:

Social Development:

Physical Development:

Special Activities:

Remarks:

Speech/Language Therapy:

Physical Education:

OBSERVATION FORMS

EV1

SPECIAL SERVICES SCHOOL DISTRICT
OF
BERGEN COUNTY
TEACHER OBSERVATION FORM

Teacher's Name _____ Date _____

Observer _____ Time Entered _____

Lesson Observed _____ Time Departed _____

Key: E	Effective N	Needs Improvement	
___	___	1)	attention to physical environment
___	___	2)	displays and exhibits that stimulate learning
___	___	3)	maintenance of a consistent fair and firm discipline
___	___	4)	establishment of effective routines for development of work habits
___	___	5)	evidence of understanding of each pupil's social, emotional, physical and intellectual growth and development
___	___	6)	pupil-teacher relationships
___	___	7)	pupil-pupil relationships
___	___	8)	knowledge of curriculum content
___	___	9)	advance preparation including lesson plans and appropriate materials
___	___	10)	presentation of lesson and relevance to I.E.P.; clarity of objectives
___	___	11)	variety of teaching techniques
___	___	12)	variety of materials (library books, maps, filmstrips, etc.)
___	___	13)	use of up-to-date material
___	___	14)	interested and purposeful pupil participation
___	___	15)	example by teacher of use of adequate and correct English in speech and writing

****

OVERALL IMPRESSION:

_____

OBSERVATION COMMENTS:

_____

SUGGESTIONS:

_____

ADMINISTRATIVE FOLLOW-UP:

_____

Form Received by Teacher: _____ Conference Date: _____

_____ _____

Teacher's Signature Supervisor's Signature

PERSONNEL EVALUATION FORM

EV 3

PROFESSIONAL IMPROVEMENT ACTION PLAN

Objective(s) for Change	Activities to be Undertaken (Describe in detail)	Responsible Person	Target for Completion

The plan above is agreed to on _____ by: _____ _____
(date) Signature (Staff Member) Signature (Supervisor)

Review on _____ Develop new growth plan on _____
(date) (date)

7/79

EVALUATION REPORT 1 2 3 Name _____

D. General Responsibilities:

SUMMARY STATEMENTS AND RECOMMENDATIONS FOR PERFORMANCE IMPROVEMENT

A. No response ( ) B. Response ( ) Response must be submitted to Program Director within 5 working days.

_____ _____ _____
(Signature of Staff Member) (Signature of Supervisor) Date

IL:tf
7/79

THIRD PARTY EVALUATION

On a regularly scheduled cycle each workshop will be evaluated as a component of each of the District's programs. To do a Third Party Evaluation, the Board of Education contracts with well respected experts in the field and asks them to review the extent to which the Program is meeting its slated goals. Recommendations are made together with an administrative response to the recommendations.

CURRICULUM EVALUATION

The curriculum is evaluated by indicating the number of objectives which are mastered and by listing the percentage of students mastering a given objectives.